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ABSTRACT

Trends in student characteristics at the University of Minnesota, Twin Cities campus, are reported for day students. In most cases fall 1986 data are compared with historical data from fall 1981. Data and brief narrative analysis are provided on: headcount enrollments for fall quarters by collegiate unit, level, and registration status, 1977-1986; selected student demographic characteristics (sex, age, ethnicity, place of residence categories, credit load, school class), 1981 and 1986; geographic distribution by Minnesota county and state, fall 1986; new freshmen demographic characteristics (sex, age, ethnicity, place of residence, high school rank, verbal and math aptitude test scores), 1981 and 1986; selected student lifestyle characteristics (e.g., marital status, living arrangement, distance from campus, commuter status, hours working), 1981 and 1986; degrees conferred by degree level, 1976-1977 and 1985-1986; sex and ethnicity of degree recipients, 1980-1981 and 1985-1986; top 10 major fields of bachelor's degrees, 1980-1981 and 1985-1986; and persistence of fall 1977 freshmen and transfer students. (SW)

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UNIVERSITY OF MINNESOTA STUDENTS: A STATISTICAL PROFILE

TWIN CITIES CAMPUS 1986-87

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STUDENT SUPPORT SERVICES
OFFICE OF STUDENT AFFAIRS
UNIVERSITY OF MINNESOTA
SEPTEMBER 14, 1987

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Introduction

The purpose of this booklet is to answer some questions frequently asked about students at the Twin Cities campus of the University of Minnesota. The booklet is intended to be a short "facts at a glance" summary of trends in student characteristics before the implementation of the University's Commitment to Focus plan.

The information derives from several sources:

1. Demographic and degree data were provided by Andrew Huang of the Office of the Registrar (625-1530) from a series of Institutional Reports used for reporting to the state and federal government. Some other data were provided by Aileen Lively (625-1800) from other Registrar's reports.

2. Data on student lifestyle characteristics came from two Student Interest Surveys conducted by the Student Organizational Development Center, Roger Harrold, Director (624-5101).

3. Data on new freshmen came from the New Student Characteristics Reports of the Admissions Office, with the assistance of Newton Smith (625-2006).

4. Data on retention and geographic distribution were assembled from other Student Support Services data by Teresa Mayer and Nancy Martin of the Information Systems and Services unit of Student Support Services.

The assistance of these colleagues is gratefully acknowledged. They and their offices can provide more detail on their specific data.

The figures presented in the booklet are for Twin Cities campus day school students only. They do not include students enrolled in the Continuing Education and Extension Division or at the University's other four campuses. In most cases Fall 1986 data are compared with historical data from Fall 1981, the peak year for Twin Cities campus enrollments.

Ron Matross
Data and Reporting Services (625-6556)

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Enrollment Trends

Total Twin Cities campus day school enrollments peaked in the fall of 1981. Comparisons of Fall 1986 data with data from this peak year suggest several other trends:

- Enrollments in individual colleges varied widely. Among the six freshman admitting colleges, all except Forestry had enrollment decreases between 1981 and 1986. Agriculture and the General College had the largest proportionate decrease, and Liberal Arts had the largest absolute decrease. Liberal Arts remained the single largest college, enrolling more than 1 in 3 students.

- Among all colleges, the Graduate School and the College of Education had the highest absolute increase and among the highest proportionate increases between 1981 and 1986.

- The proportion of graduate students in the student body rose slightly, while the proportions of undergraduates, professional school students, and non-degree seeking unclassified students declined. In both years 7 in 10 students were degree-seeking undergraduates.

- Compared to 1981, a greater proportion of students in the fall of 1986 were continuing or re-admitted students, and fewer were new students.

Definitional Notes

Levels: Student levels are defined in terms of the type of degree the individual is seeking. While most collegiate units enroll students at only one level, some colleges enroll students at more than one level. Specifically, the colleges of Agriculture and Education enroll students in master's programs, and these students are counted as graduate level students. Pharmacy enrolls both undergraduates (Bachelor of Pharmacy) and first professional students (Doctor of Pharmacy). Many colleges enroll adult specials.

Undergraduate: Students who have met all requirements for admission to the University and who pursue programs leading to either bachelor's or associate degrees.
Professional: (First professional) Students who are enrolled in a professional school or program requiring at least two academic years of college work for entrance and a total of at least six years for a degree. This category includes students in Dentistry, Law, Medicine, Veterinary Medicine, and Doctor of Pharmacy students in the College of Pharmacy.
Graduate: Students who hold the bachelor's or first-professional degree or equivalent and are working toward a master's or doctoral degree. This category includes primarily students in the Graduate School, but also includes master's students in collegiate-administered programs in the colleges of Agriculture, Education, and Public Health, and doctoral students in the College of Pharmacy.
Unclassified: Primarily Adult Specials, students who are not candidates for a degree or other formal award and who are taking courses in regular classes with other students. Also includes some other students whose level is not known.

Registration Status: The University's traditional definitions for grouping students by their registration classification are as follows:

Continuing: A student who has registered in same instructional unit in the immediately preceding academic quarter, or who registers in the fall quarter after a regular registration during either of the preceding summer sessions.
Re-Admitted: A student returning to the University whose last quarter of registration did not immediately precede the current one, excluding summer sessions.
New High School (NHS): A student registering for the first time at the University who has completed fewer than 39 college credits at another institution. (This is the University's definition of new freshmen.)
New Advanced Standing (NAS): A student registering for the first time at the University who has completed 39 or more college credits at another institution. (This is the University's definition of new transfer students.) *Note that new graduate and professional students are included in this category.*
New Special: A student registering for the first time at the University who is not enrolled in a degree program.
Intra -University Transfer: A student new to an instructional unit who has previously enrolled in another instructional unit of the University. *Note that this category includes students who have shifted units within the Twin Cities campus, as well as those who have transferred from a coordinate campus. It also includes those who have received bachelor's degrees at the University and have enrolled in graduate and professional programs.*

Headcount Enrollments, Twin Cities Campus, Fall Quarters, 1977-1986

Counts are for day school registrants, as of the end of the second week of the fall quarter. Additionally, the table compares the percentage distributions and changes from 1981 to 1986.

Enrollment by Collegiate Unit

	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	81 %	86 %	%Dif 86-1
Agriculture*	1881	1785	1676	1661	1678	1537	1293	1195	1075	932	3.5	2.1	-44.5
Biological Science	533	476	460	439	437	421	415	404	368	332	0.9	0.7	-24.0
Dental Hygiene	356	333	270	216	131	105	71	48	49	49	0.3	0.1	-62.6
Dentistry	572	576	584	592	580	547	526	480	438	421	1.2	0.9	-27.4
Education	2606	2275	2213	2046	1950	2042	2240	2405	2311	2353	4.1	5.2	20.7
Forestry*	456	440	355	337	311	316	399	354	308	314	0.7	0.7	1.0
General College*	2818	2718	2937	3348	3416	3428	3351	3289	3250	2988	7.2	6.6	-12.5
Graduate School	7060	7048	7242	7482	7576	7740	7620	7465	7666	7972	16.0	17.7	5.2
Home Economics*	1350	1450	1410	1387	1383	1352	1362	1345	1347	1320	2.9	2.9	-4.6
Law	732	720	690	728	712	720	715	730	765	780	1.5	1.7	9.6
Liberal Arts*	16627	16836	17101	17879	17983	17545	17147	15951	16133	16829	37.9	37.4	-6.4
Management	1454	1466	1518	1534	1462	1577	1536	1477	1571	1536	3.1	3.4	5.1
Medical Tech.	126	133	146	111	79	64	60	62	57	53	0.2	0.1	-32.9
Medicine	1861	1892	1911	1976	1949	2020	2019	2015	1949	1934	4.1	4.3	-0.8
Mortuary Science	82	65	52	77	73	71	87	79	64	64	0.2	0.1	-12.3
Nursing	452	515	523	546	485	468	411	386	346	332	1.0	0.7	-31.5
Occupat. Therapy	73	80	79	77	74	75	65	69	70	69	0.2	0.2	-6.8
Pharmacy	386	376	388	367	308	291	282	303	304	321	0.6	0.7	4.2
Physical Therapy	60	58	60	61	59	61	61	58	59	63	0.1	0.1	6.8
Public Health	331	362	356	388	336	257	261	281	276	257	0.7	0.6	-23.5
Technology*	4452	4702	5250	5652	5969	6280	6088	5806	5748	5668	12.6	12.6	-5.0
University College	203	203	226	164	163	156	128	144	126	125	0.3	0.3	-23.3
Veterinary Med	306	319	318	318	319	310	308	313	310	294	0.7	0.7	-7.8
Total	44777	44828	45765	47386	47433	47383	46445	44659	44590	45006	100.0	100.0	-5.1

Enrollment by Level

Undergraduate	30909	30792	31404	32712	33218	33586	32648	30965	31068	31301	70.0	69.5	-5.8
Graduate	7624	7643	7835	8089	8163	8196	8164	8121	8343	8596	17.2	19.1	5.3
Professional	2699	2713	2662	2809	2727	2713	2702	2669	2606	2532	5.7	5.6	-7.2
Unclassified	3545	3680	3864	3776	3325	2888	2931	2904	2573	2577	7.0	5.7	-22.5

Enrollment by Registration Status

Continuing	27251	26901	27249	28549	29156	29704	29613	28658	28146	28938	61.5	64.3	-0.7
Re-Admitted	3240	3419	4038	3890	4119	4259	4233	4098	4076	4193	8.7	9.3	1.8
New High School	5395	5520	5739	5785	5632	5256	5054	4750	5072	5080	11.9	11.3	-9.8
New Adv. Standing	4532	4687	4616	4887	4829	4593	4214	4048	4306	4054	10.2	9.0	-16.0
New Special	1014	1132	1074	1138	816	838	774	720	673	642	1.7	1.4	-21.3
Intra-U. Transfer	3337	3158	3038	3102	2839	2702	2546	2381	2313	2094	6.0	4.7	-26.2
Unknown	8	11	11	35	42	31	11	4	4	5	0.1	0.0	-88.1

*Freshman Admitting Colleges
Source: Student Support Services Institutional Reports

Student Demographics

While the Twin Cities student body has been getting smaller, it has also been getting somewhat more diverse. Compared to the peak year of 1981, 1986 enrollments showed a greater proportion of women, older students, minorities, and students from outside Minnesota and the Twin Cities area. Within this general trend, there were some noteworthy subtrends:

- Proportionately, the fewest women in both years were enrolled at the professional level, but the greatest gains among women between 1981 and 1986 were also at this level.
- Gains in minority enrollments were primarily among Asians. Other minority groups had steady or slightly declining enrollments. The largest gains for Asians were at the undergraduate level.
- More students were attending part time. In 1986 one in four undergraduates had a part-time credit load compared to 1 in 6 in 1981. Average undergraduate credit loads mirrored the trend.

Definitional Notes

Each of the demographic items listed has a certain amount of missing data. The percentages are calculated excluding the missing data.

Home. The home locality data is based on the individual's home region given at the time of application for admission. The foreign category includes all students giving a foreign home address. *It is not a count of foreign students as defined by student visa status.*

Ethnicicty. Ethnic categories are defined as follows:

Black. A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
American Indian (and Alaskan Native). A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Asian (and Pacific Islander). A person having origins in any of the original peoples of the Far East, southeast Asia, the Indian subcontinent, or the Pacific Islands.
Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or the Spanish culture or origin, regardless of race.
White /Other. Includes two groups:
White. A person having origins in any of the original peoples of Europe, North Africa or in the Middle East (except those of Hispanic origin).
Other. A person who is not a citizen or national of the United States
Note that foreign students on student visas are included in the white/other category. The other ethnic categories include only American citizens and permanent residents.

Credit Load. Undergraduates are classed as part-time or full-time based on fall quarter credit loads. A credit load of 12 or more credits per quarter is considered full-time, while fewer than 12 is considered part-time. Graduate and professional students' credit loads are not given because special registration categories for these students (e.g., thesis only) make credit load splits less meaningful.

Class. Class level data are presented only for 1986 because definitions of class level changed between 1981 and 1986.

Selected Student Demographic Characteristics, Twin Cities Campus, 1981 and 1986

The following table shows the percentage distribution of selected demographic characteristics of students enrolled on the Twin Cities campus in Fall Quarters 1981 and 1986. Data are broken out separately for undergraduate, graduate, professional, and adult unclassified (mainly special) students, following definitions used for federal reporting. Except where noted by italics, table entries are percentages of each subgroup with given characteristics. Percentages sum to 100% within each column and year (+ or -.1 due to rounding).

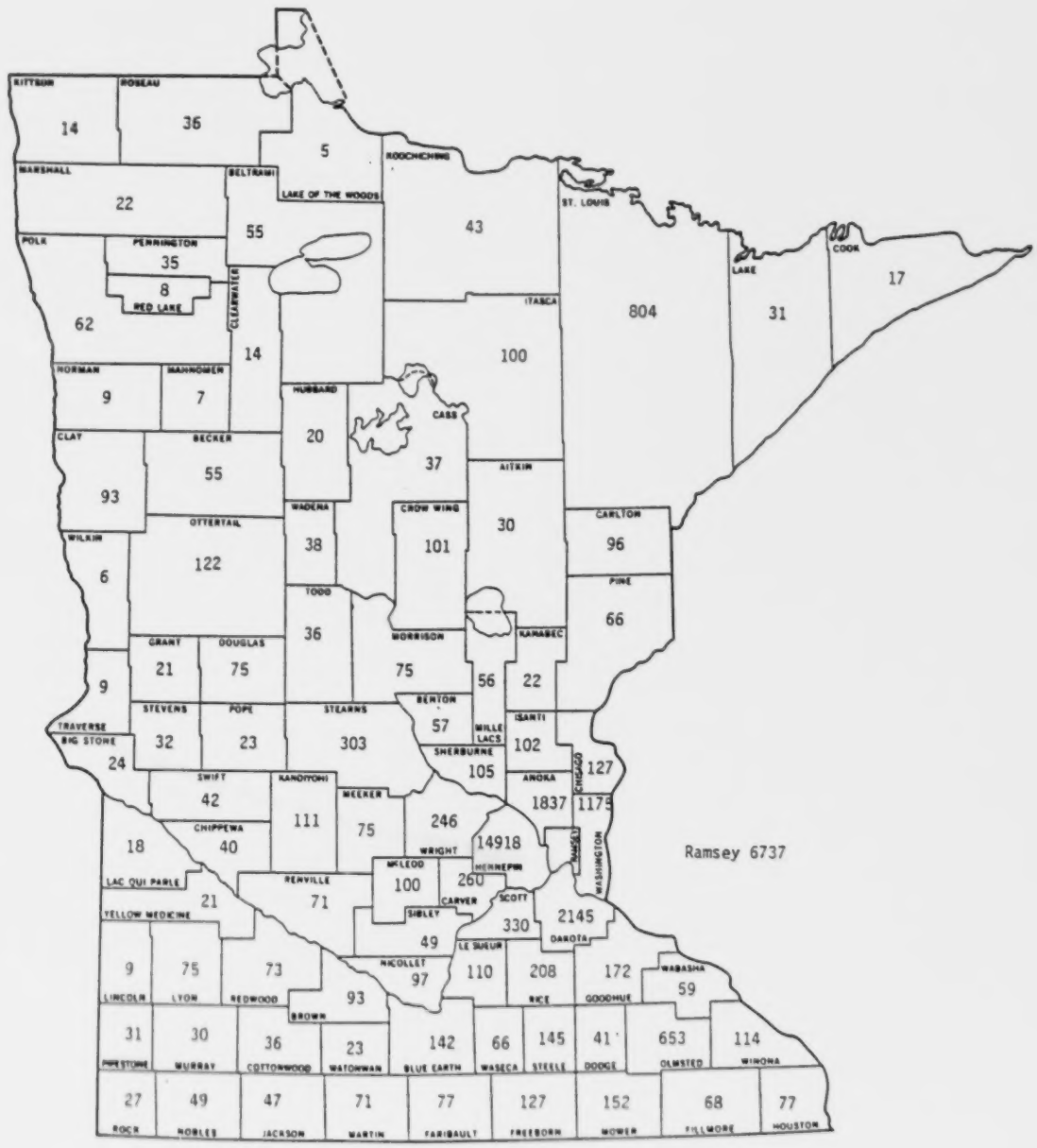
	1981					1986				
	Total	**Ugrad**	**Profl**	**Grad**	**Unclas**	**Total**	**Ugrad**	**Profl**	**Grad**	**Unclas**
N	*47433*	*33218*	*2727*	*8163*	*3325*	*45006*	*31301*	*2532*	*8596*	*2577*
Sex										
Men	55.5	54.1	68.7	55.4	58.9	54.0	53.2	60.4	55.1	53.2
Women	44.5	45.9	31.3	44.6	41.1	46.0	46.8	39.6	44.9	46.8
Age										
Under 18	0.9	1.2	0.0	0.0	0.6	0.6	0.8	0.0	0.0	0.5
18-21	43.5	61.4	2.0	0.9	4.2	41.1	58.6	1.4	0.7	2.4
22-24	22.9	22.6	45.2	18.6	17.9	23.7	25.3	41.1	17.3	8.0
25-29	19.1	10.0	42.9	39.7	40.9	18.0	9.4	41.2	37.2	35.7
30-34	8.0	3.1	7.6	23.1	19.9	8.7	3.4	11.3	22.3	25.9
35 +	5.6	1.8	2.3	17.8	16.5	7.9	2.5	5.0	22.6	27.4
Average	*24.2*	*22.2*	*25.8*	*29.8*	*29.3*	*24.7*	*22.4*	*26.5*	*30.5*	*31.6*
Ethnicity										
Black	2.0	2.1	1.9	1.5	1.4	1.7	2.0	1.3	0.9	1.2
Am. Indian	0.5	0.6	0.8	0.2	0.3	0.5	0.6	0.7	0.4	0.2
Asian	2.4	2.5	1.1	2.6	2.4	3.5	4.3	2.5	1.5	1.8
Hispanic	1.0	0.9	2.3	1.0	0.6	0.9	0.9	1.9	0.6	0.5
White/Other	94.1	93.9	93.9	94.7	95.3	93.3	92.2	93.6	96.6	96.2
Home										
TC Metro	67.6	73.2	55.6	55.3	61.3	63.6	69.3	51.9	47.9	56.9
Other MN	15.3	16.0	27.2	9.1	15.7	15.4	16.2	26.2	9.4	16.4
Other U.S.	12.9	10.0	16.8	22.5	17.6	14.9	12.2	20.8	21.6	20.8
Foreign	4.3	2.5	0.5	13.1	5.5	6.1	2.4	1.1	21.2	5.9
Credit Load*										
Full-Time(≥12)		83.2					74.6			
Part-Time (<12)		16.8					25.4			
Average Credits		*12.7*					*11.8*			
Class*†										
Freshman							32.8			
Sophomore							21.7			
Junior							20.7			
Senior							24.9			

*Undergraduates only; graduate/professional credit definitions vary.
†Class definition changed; 86 only reported.
Source: Student Support Services Institutional Reports

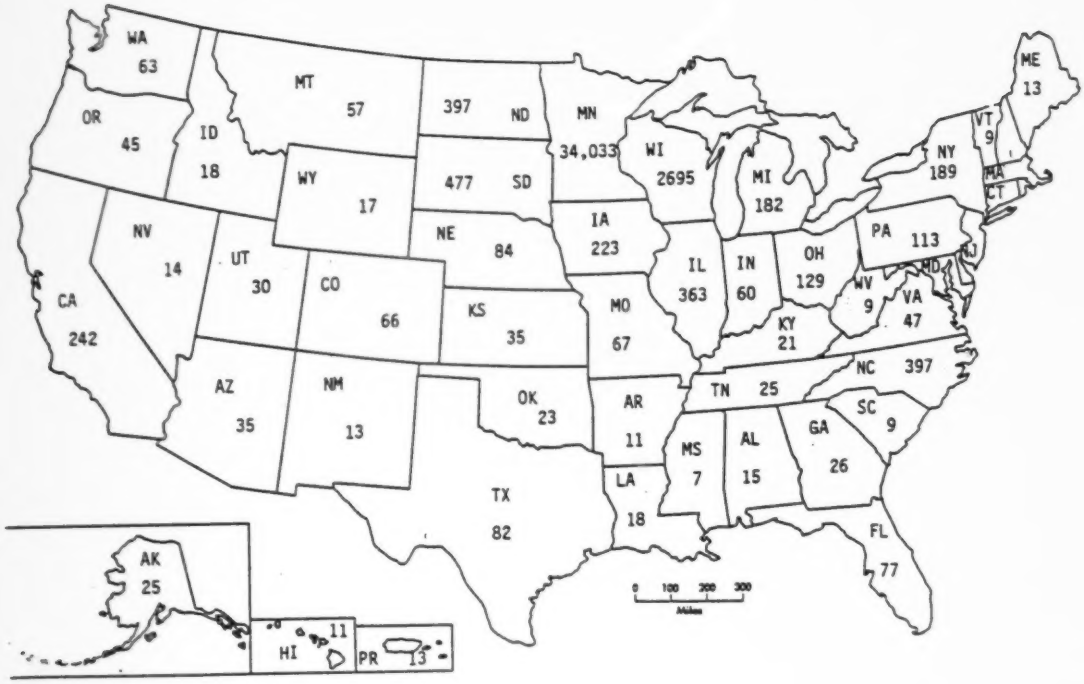
Geographic Distribution, Fall 1986 Twin Cities Campus Students

The accompanying maps show the total number of Fall 1986 enrollees from each Minnesota county and U.S. state.

Fall 1986 Twin Cities Campus Students by Minnesota County



Fall 1986 Twin Cities Campus Students by State



Top Ten Countries of International Students
Twin Cities Campus, Fall 1986

	Country	N
1	People's Republic of China	255
2	Republic of Korea (South Korea)	244
3	Republic of China (Taiwan)	218
4	India	172
5	Iran	122
6	Hong Kong	100
7	Canada	95
8	Malaysia	75
9	Indonesia	67
10	Nigeria	67

New Freshman Demographics

New freshman (NHS) demographic characteristics show some of the same tendencies toward more diversity as do the total student body demographics.

- Compared to 1981, the 1986 new freshmen had a greater proportion of women and students from out of Minnesota.
- Data on ethnicity are not available from 1981; however, about 1 in 10 1986 freshmen were members of minority groups, a slightly larger proportion than among all undergraduates. Asians had the highest enrollment of the minority groups.
- Average age increased slightly, despite the fact that proportionately fewer students over 18 enrolled in 1986. This apparent contradiction stems from a decline in the number of freshmen under 18.

The three indicants of scholastic aptitude, high school rank, PSAT scores, and ACT scores, suggest that the ability levels of 1986 freshmen were very similar to those of 1981 freshmen.

- Approximately 1 in 4 students in both years came from the top 10% of their high school graduating class.
- Scores on the two standardized admissions tests, the PSAT and the ACT, were very similar for the two years compared. Overall averages are lower when General College (GC) is included.

Definitional Notes

"New High School" is the University's term for new freshmen and includes students with up to 38 previous college credits

Test score trends are hard to interpret because the University permits students to submit for admission the Preliminary ScholasticAptitude Test (PSAT), a junior year test administered by the Minnesota Statewide Testing Program, the American College Testing Program test (ACT), or the Scholastic Aptitude Test (SAT). Consequently, one cannot be sure whether changes over time are due to changes in the overall aptitude of students or to changes in the the mix of students taking the test.

The PSAT test is taken by over three-fourths of the incoming freshmen, and scores are roughly comparable to SAT scores divided by 10 (e.g., a PSAT score of 60 corresponds roughly to a 600 on the senior year SAT test). The maximum possible PSAT score is 80.

The ACT is taken by about half of the incoming freshmen. The ACT composite score is a weighted composite of scores of the four ACT subscales: English, Mathematics, Natural Science, and Social Studies. A maximum possible score is 36.

SAT scores are not reported here because only about a quarter of the freshmen submit SATs.

New High School Student Demographic Characteristics, Twin Cities Campus, 1981 & 1986

The following table shows the percentage distribution of selected demographic characteristics of New High School students (new freshmen) students on the Twin Cities campus in Fall Quarters 1981 and 1986. Except where noted by italics, table entries are rounded percentages summing to 100% within each column and section.

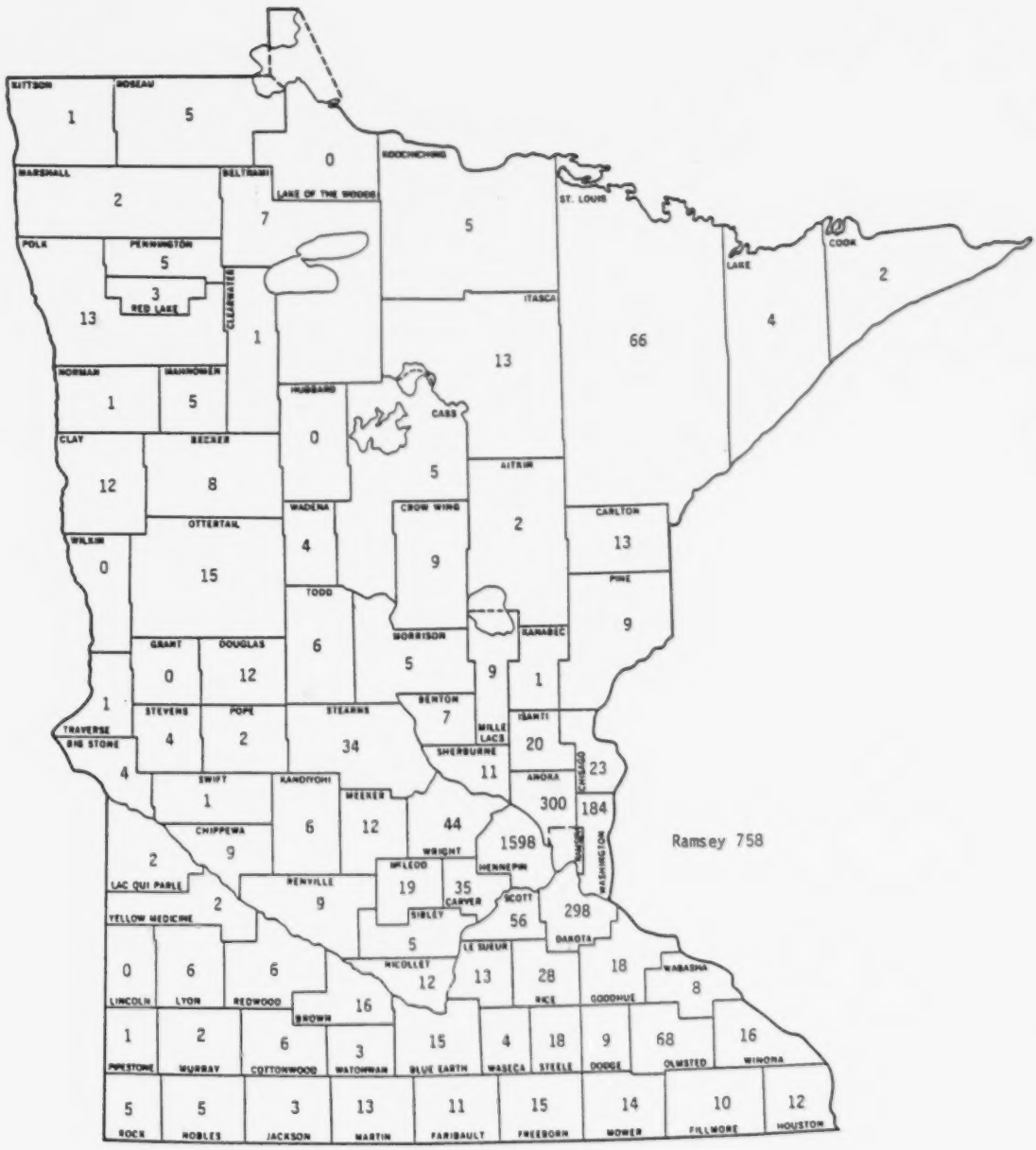
	1981	1986
N	*5632*	*5080*
Sex		
Men	56.1	52.9
Women	43.9	47.1
Age		
Under 18	10.6	7.3
18	67.0	76.9
19-20	14.0	0.7
21-23	5.2	3.2
24+	3.2	1.9
Average	*18.6*	*18.9*
Ethnicity		
Black		2.4
Am. Indian		0.9
Asian		5.0
Hispanic		1.1
White/Other		90.6
Home		
TC Metro	70.5	65.1
Other MN	14.7	16.0
Other U.S.	13.0	17.6
Foreign	1.8	1.2
H.S. Rank %ile		
95 +	15.0	13.4
90-94	11.1	11.5
80-89	18.8	18.3
50-79	34.4	36.1
Below 50	20.8	20.7
Average	*69.7*	*69.5*
Average w/o GC	*77.6*	*76.5*
PSAT Verbal		
70+	0.4	0.5
60-69	5.6	6.3
50-59	23.0	25.0
Below 50	71.0	68.2
Average	*44.3*	*44.9*
Average w/o GC	*45.6*	*46.2*
PSAT Math		
70+	4.3	3.5
60-69	19.0	17.2
50-59	36.3	33.9
Below 50	40.3	45.4
Average	*51.5*	*50.6*
Average w/o GC	*53.1*	*52.3*
ACT Composite		
≥31	2.1	1.8
25-30	34.9	38.0
19-24	40.4	38.5
13-18	17.7	17.0
Below 13	5.0	4.7
Average	*22.7*	*22.4*
Average w/o GC	*23.4*	*23.5*

Source: SSS New Student Characteristics Report and SSS Geographic Distribution Report

Geographic Distribution, Fall 1986 Twin Cities Campus New High School Students

The accompanying maps show the total number of Fall 1986 New High School students from each Minnesota county and U.S. state.

Fall 1986 Twin Cities Campus New High School Students by Minnesota County



Fall 1986 Twin Cities Campus New High School Students by State

CT	4
DC	0
DE	2
MA	1
MD	6
NH	3
NJ	10

Top 10 Feeder High Schools of New Freshmen (NHS)
Twin Cities Campus, Fall, 1986

	School	N
1	Edina	117
2	Robbinsdale-Armstrong	114
3	Mounds View	76
4	Hopkins	73
5	Burnsville-Savage	72
6	Bloomington-Jefferson	70
7	Roseville-Ramsey	68
8	Coon Rapids-Anoka	67
9	Minneapolis Southwest	67
10	St. Louis Park	61

Student Lifestyles

At five year intervals, the Student Organizational Development Center surveys a random sample of Twin Cities campus students on their involvement in on-campus and off-campus activities. Included in these surveys are questions about a number of student characteristics not captured as part of the student record system.

Analysis of the 1986 and 1981 surveys suggests the following points:

- The extent to which the University is a commuter campus is a matter of definition. Defined as living off campus, nearly 9 in 10 students are commuters. Defined as living at home with parents or relatives, only 1 in 4 are commuters. When asked, about half of the students consider themselves commuters.
- Somewhat increased numbers of students appear to be living in off campus housing near the campus, as suggested by small increases in the proportions living in apartments or rooms and within a mile from campus, along with a decrease in the proportion saying they were commuters.
- Four in 5 students in 1986 said they were employed while attending school, up from 3 in 4 in 1981. Among undergraduates, the proportions working over 20 hours a week rose from about 1 in 4 to nearly 1 in 3.
- In both 1981 and 1986, a plurality of students cited vocational reasons as their primary motivation for college. Increasing slightly from 1981 to 1986 was the proportion endorsing involvement in collegiate life as their main orientation toward college.
- Contrasting with the finding of a slight increase in the collegiate value orientation were students' reports of their participation in the activities of a campus group. The proportion saying that they participated in campus groups declined among both undergraduates and graduate/professional students.

Definitional Notes

The SODC surveys are mailed surveys of random samples of students drawn from the student record system. The surveys have typically started with a sample of 750 and have obtained response rates of over 80%.

Data reported here do not include adult special students.

The college orientation categories are an adaptation of the Clark-Trow college subculture categories. The surveys ask students to characterize their primary orientation toward college by choosing one of the following categories:

Academic. Although I may be ultimately concerned about a career, currently I am interested primarily in enriching myself through education focusing on the world of knowledge and ideas.

Collegiate. Although my academic work and progress are important, I believe an equally significant part of college experience exists outside the classroom. Participation in campus life and activities is important to me.

Vocational. Of greatest importance to me is getting a degree in my chosen field. Consequently, other intellectual and social activities are necessarily of secondary importance to me.

Non-conformist. Although I find the University environment stimulating, I feel alienated from the institution and its formal programs and activities. I am interested in pursuing the meaning and purpose of life through involvement and self-exploration outside the University.

Selected Student Lifestyle Characteristics, Twin Cities Campus, 1981 and 1986

The table below shows self-reported lifestyle characteristics of Twin Cities campus students from two random sample surveys by the Student Organizational Development Center. The data are broken down by undergraduate vs. graduate/professional combined. The figures in the table are rounded percentages summing to 100% within each column and section.

	1981			1986		
N	Total *632*	Ugrad *476*	Grad/ Profl *156*	Total *692*	Ugrad *505*	Grad/ Profl *187*
Marital Status						
Married	18.8	11.8	40.4	17.5	9.3	39.6
Not married	81.2	88.2	59.6	82.5	90.7	60.4
Living Arrangement						
Parents/relatives	28.0	35.4	5.7	24.0	30.7	5.9
Own/rent house	19.2	12.3	40.3	15.9	11.1	28.9
U Residence Hall	11.7	14.6	3.1	11.6	14.7	3.2
Fraternity/Sorority	3.3	3.8	1.9	2.7	3.4	1.1
Apartment/Room	34.9	31.3	45.9	41.0	36.8	52.4
Other	2.8	2.7	3.1	4.8	3.4	8.6
Distance from Campus						
On campus	14.2	17.5	4.4	13.2	16.8	3.7
< 1 mi	13.3	13.3	13.2	18.3	17.9	19.1
1-3 mi	18.6	15.8	27.0	16.7	15.0	21.3
4-10 mi	30.8	28.9	36.5	29.6	27.0	36.7
> 10 mi	23.1	24.5	18.9	22.2	23.3	19.1
Commuter Status *(Self Defined)*						
Yes	59.7	57.7	65.8	55.1	55.0	55.5
No	40.3	42.3	34.2	44.9	45.0	44.5
Hours working						
None	26.2	26.5	25.3	21.0	19.7	24.5
< 10 hrs	11.1	12.1	8.2	10.3	10.2	10.6
10-20 hrs	34.7	37.8	25.3	36.1	38.6	29.3
21-39 hrs	18.7	20.5	13.3	22.2	26.5	10.6
40 + hrs	9.3	3.1	27.8	10.4	5.0	25.0
Clark/Trow College Orientation						
Academic	20.9	22.3	16.6	20.6	21.2	19.1
Collegiate	22.6	25.4	13.9	25.7	28.3	18.6
Vocational	39.7	35.3	53.6	41.6	37.4	53.0
Non-conformist	16.7	17.0	15.9	12.1	13.1	9.3
Participation in Campus Groups						
Yes	34.9	36.0	31.6	31.6	34.5	23.6
No	65.1	64.0	68.4	68.4	65.5	76.4

Source: Student Interest Surveys, 1981 and 1986, Student Organizational Development Center, R Harrold.

Degrees Awarded

Trends in the degrees awarded to Twin Cities campus graduates largely parallel enrollment trends.

- The numbers of bachelor's and associate degrees peaked in the 1980-81 academic year, while the numbers of graduate and professional degrees increased from 1980-81 to 1985-86. The largest change in the period was the decrease in associate degrees.
- Compared to 1980-81, women in 1985-86 received a greater proportion of the professional and master's degrees and a slightly smaller proportion of bachelor's and doctoral degrees.
- The 1985-86 list of the 10 major fields with the largest numbers of bachelor's degrees was similar to the 1980-81 list. In both years business administration was by far the most frequent major, but its lead over second place mechanical engineering diminished in 1985-86.
- Between 1980-81 and 1985-86, nursing, civil engineering, and journalism were replaced on the top 10 list by computer science, English, and history.

Definitional Notes

Figures are given for the academic year defined as beginning with the summer and ending with spring quarter (e.g., the 1985-86 totals include the degrees awarded in Summer 1985, Fall 1985, Winter 1986, and Spring 1986).

Degrees Conferred by Degree Level, Twin Cities Campus, Academic Years 1976-77, 1985-86

The table below shows the count of degrees awarded to Twin Cities campus graduates during the academic years 1976-77 through 1985-86. Also shown are the percentage distribution of degree types and percentage change for 1980-81 and 1985-86.

	1976 -77	1977 -78	1978 -79	1979 -80	1980 -81	1981 -82	1982 -83	1983 -84	1984 -85	1985 -86	80-81 %	85-86 %	%Dif 86-81
Type													
Certificate	272	227	285	239	261	239	245	265	197	251	2.8	2.8	-3.8
Associate	382	356	321	386	407	350	263	298	258	207	4.3	2.3	-49.1
Bachelor's	5917	5735	5872	5605	5949	5851	5931	5886	5772	5306	62.8	59.6	-10.8
Professional	666	655	778	682	699	919	740	700	743	751	7.4	8.4	7.4
Master's	1773	1876	1651	1600	1640	1887	1815	1830	1881	1834	17.3	20.6	11.8
Doctoral	511	494	466	485	513	461	466	496	515	556	5.4	6.2	8.4
Total	9521	9343	9373	8997	9469	9707	9460	9475	9366	8905			-6.0

Sex and Ethnicity of Twin Cities Campus Degree Recipients, 1980-81 and 1985-86

The table below shows the percentage distribution of sex and ethnicity of Twin Cities degree recipients in the 1980-81 and 1985-86 academic years. The figures in the table are rounded percentages, summing to 100% in each column and section.

	1980-81							1985-86						
N	Total *9469*	Cert *261*	Assoc *407*	Bach *5949*	Profl *699*	Mast *1640*	Doc *513*	Total *8905*	Cert *251*	Assoc *207*	Bach *5306*	Profl *751*	Mast *1834*	Doc *556*
Sex														
Men	53.7	47.9	36.1	52.5	73.7	50.4	67.8	53.8	43.8	47.8	53.2	64.8	48.3	69.6
Women	46.3	52.1	63.9	47.5	26.3	49.6	32.2	46.2	56.2	52.2	46.8	35.2	51.7	30.4
Ethnicity														
Black	1.5	3.8	4.7	1.0	1.7	2.1	1.8	1.2	1.2	6.8	1.2	0.9	0.7	1.4
Am. Indian	0.5	2.3	1.0	0.3	0.9	0.2	1.0	0.3	0.0	0.5	0.4	0.0	0.3	0.4
Asian	1.6	1.9	0.2	1.7	0.9	1.5	3.5	2.1	4.8	2.4	2.2	1.1	2.1	2.0
Hispanic	0.7	1.9	1.7	0.4	1.9	0.5	1.2	1.0	0.0	1.9	0.7	2.7	1.3	0.7
White/Oth	95.7	90.0	92.4	96.6	94.7	95.6	92.6	95.3	94.0	88.4	95.5	95.3	95.5	95.5

Top 10 Major Fields of Bachelor's Degrees, Twin Cities Campus, 1980-81 and 1985-86

Listed below are counts of the bachelor's degrees awarded in the 10 most popular fields in the 1980-81 and 1985-86 academic years.

	1980-81		1985-86	
	Field	N	Field	N
1	Business Administration	818	Business Administration	641
2	Mechanical Engineering	240	Mechanical Engineering	241
3	Electrical Engineering	197	Psychology	230
4	Psychology	191	Electrical Engineering	202
5	Elementary Education	182	Elementary Education	185
6	Nursing	167	Speech Communication	161
7	Speech Communication	145	Political Science	146
8	Political Science	132	Computer Science	118
9	Journalism	127	English	113
10	Civil Engineering	121	History	99

Source: SSS Institutional Reports

Student Retention and Persistence

In 1986, Student Support Services studied the persistence of a 20% sample of new freshmen (NHS) and undergraduate transfers enrolling on the Twin Cities campus in Fall 1977. Transfers were divided into lower division (39-89 previous credits) and upper division (90 or more credits). General College was excluded from the figures. Among the findings of the study:

- As would be expected, those entering with substantial previous college experience graduated in less time and in larger numbers than those entering as freshmen. Seven in 10 of those entering as upper division transfers (juniors or seniors) ultimately received a bachelor's degree, compared to 1 in 2 for freshmen and for lower division (sophomore) transfers.

- The concept of a bachelor's degree as a "four year" degree is unrealistic for most students. Among freshmen entrants, only 17% received a degree within four years, and the average length of time taken by freshmen to earn a degree was five years. Those freshmen who did graduate were relatively successful, earning an average Grade Point Average (GPA) of 3.0 (a "B" average).

- Marked differences were found in the graduation rates of full-time and part-time students. The sample split roughly in half between those who were were enrolled on average as full-time (12 or more credits for the quarters they were enrolled), and those who were enrolled part-time (fewer than 12 credits per quarter). Among freshman entrants, 4 in 5 full-time students received degrees within 8 years, contrasted with only 1 in 5 part-time students.

Definitional Notes

Data were hand-coded from transcripts.

General College data are not reported, because many General College entrants do not enroll with the goal of achieving a bachelor's degree from the University.

The part-time, full-time definition was based on the average number of credits completed (not attempted) for the quarters when the individual was enrolled.

The differences between part-time and full-time entrants should not be over-interpreted. The relationship between part-time status and graduation may be heavily influenced by other characteristics, especially academic ability, and the individual's objectives. Some very able part-time students may not graduate because getting a bachelor's degree wasn't their reason for enrolling. More research needs to be done in this area.

Enrollment status was determined by enrollment in fall quarters of successive years from entry.

Graduated means having received a bachelor's degree.

Continuing means that the individual was known to have enrolled again as an undergraduate somewhere within the University at some point in the eight-year period studied.

Dropped out means that the individual left and never enrolled again as an undergraduate during the period studied.

Persistence of Fall 1977 Twin Cities Campus Freshmen and Transfers

The table below shows the persistence status of a sample of Fall 1977 Twin Cities campus entrants, subdivided into freshmen (<39 previous credits), lower division transfers (39-89 credits), and upper division transfers, (≥90 credits), further broken down into part-ime (<12 credits per quarter) and full-time students (12+ credits). General College entrants are not included. Graduation rates are for bachelor's degrees. Table entries are cumulative percentages, summing to 100% in each column and year.

	Freshmen			Lower Division Transfers			Upper Division Transfers		
	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time
N	*887*	*441*	*446*	*387*	*180*	*207*	*269*	*150*	*119*
After 1 year									
Graduated	0.0	0.0	0.0	0.0	0.0	0.0	4.1	7.3	0.0
Continuing	82.5	91.8	73.3	80.1	92.2	69.6	79.2	84.7	72.3
Dropped Out	17.5	8.2	26.7	19.9	7.8	30.4	16.7	8.0	27.7
After 2 years									
Graduated	0.0	0.0	0.0	3.4	7.2	0.0	31.6	50.0	8.4
Continuing	72.8	86.2	59.6	66.4	81.1	53.6	46.1	39.3	54.6
Dropped Out	27.2	13.8	40.4	30.2	11.7	46.4	22.3	10.7	37.0
After 3 years									
Graduated	0.2	0.5	0.0	25.1	45.0	7.7	54.6	80.0	22.7
Continuing	65.5	82.3	48.9	38.5	40.6	36.7	19.7	9.3	32.8
Dropped Out	34.3	17.2	51.1	36.4	14.4	55.6	25.7	10.7	44.5
After 4 years									
Graduated	16.9	34.0	0.0	42.9	72.8	16.9	64.3	85.3	37.8
Continuing	44.6	46.7	42.6	19.1	12.8	24.6	9.3	3.3	16.8
Dropped Out	38.4	19.3	57.4	38.0	14.4	58.5	26.4	11.3	45.4
After 5 years									
Graduated	36.4	67.3	5.8	46.8	77.8	19.8	66.5	86.0	42.0
Continuing	21.8	12.7	30.7	13.2	7.2	18.4	6.3	2.7	10.9
Dropped Out	41.8	20.0	63.5	40.1	15.0	61.8	27.1	11.3	47.1
After 6 years									
Graduated	44.2	76.2	12.6	52.7	83.3	26.1	69.9	87.3	47.9
Continuing	11.2	2.9	19.3	5.7	1.1	9.7	2.2	1.3	3.4
Dropped Out	44.6	20.9	68.2	41.6	15.6	64.3	27.9	11.3	48.7
After 7 years									
Graduated	47.2	77.8	17.0	54.3	84.4	28.0	70.3	88.0	47.9
Continuing	6.5	1.4	11.7	3.1	0.0	5.8	1.5	0.7	2.5
Dropped Out	46.2	20.9	71.3	42.6	15.6	66.2	28.3	11.3	49.6
After 8 years									
Graduated	49.5	78.5	20.9	54.5	84.4	28.5	70.6	88.0	48.7
Continuing	2.4	0.5	4.3	1.8	0.0	3.4	1.1	0.7	1.7
Dropped Out	48.1	21.1	74.9	43.7	15.6	68.1	28.3	11.3	49.6

Ave. Years to Graduate 5.0
Ave. GPA at Graduation 3.0

Source: Understanding Twin Cities Campus Graduation Rates:
A Background Paper and Study of Fall 1977 Entering Undergraduates Student Support Services 3/06/86.